



总主编 蒋丽萍 廖锦超

主编 龙森祥 林春惠

# 自主学习 第1册

# 英语阅读教程



苏州大学出版社



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# 前言

## Preface

阅读是学习英语的重要途径。阅读可以提高英语学习者的语言综合能力,同时阅读本身也是英语学习的重要目标之一。

教育部《大学英语课程教学要求》对大学生的英语阅读能力要求分为三个层次:一般要求、较高要求和更高要求。一般要求“能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章,掌握中心大意,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料”;较高要求“能基本读懂英语国家大众性报刊杂志上一般性题材的文章。……能阅读所学专业的综述性文献,并能正确理解中心大意,抓住主要事实和有关细节”;更高要求“能读懂有一定难度的文章,理解其主旨大意及细节,能阅读国外英语报刊杂志上的文章,能比较顺利地阅读所学专业的英语文献和资料”。另一方面,《大学英语课程教学要求》要求改革教学模式,提高学生的自主学习能力,而教学模式改革成功的一个重要标志就是学生个性化学习方法的形成和学生自主学习能力的提高。为了继续推进大学英语教学改革,更好地实现《大学英语课程教学要求》的目标,结合西部地区普通高校的具体情况,我们组织有多年教学和科研经验的老师编写了《自主学习英语阅读教程》系列教材。

《自主学习英语阅读教程》系列教材的编写是基于西部地区普通二本高校大学生的英语实际水平,倡导发挥学生的学习积极性,帮助学生养成自主学习的习惯和能力,努力提高大学生的英语阅读能力,

以期实现《大学英语课程教学要求》的目标。为了实现本书的编写目标,根据教育部《大学英语课程教学要求》,我们精心安排教材的结构和内容,材料主要从最新的国内外网站仔细筛选并适当改写使其符合本书的要求,题材范围广,涵盖社会、生活、经济、政治、科学技术等各方面。

本系列教材共四册,按照大学英语四级考试模式编写,分别对应大学英语学习第一至第四学期。第一、二册是基础阶段,主要培养学生的自主学习习惯和适应不同的篇章结构,达到《大学英语课程教学要求》的一般要求;第三、四册是提高阶段,达到大学英语四级的水平和《大学英语课程教学要求》的较高要求,接近更高要求。教材每册8个单元,每个单元由4个部分组成,其基本结构是:1. 导读。介绍本单元文章的主要内容,提出本单元学习的主要目标。2. 快速阅读。一篇文章,题型多样化,既有“是非判断”、“句子填空”,又有“多项选择”和“简单回答”。3. 深度阅读:选词填空部分和多项选择阅读部分。其中,选词填空部分有1篇文章,10个空,15个候选词。多项选择阅读部分有2篇文章,每篇文章5个题目,每个题目4个候选答案。4. 学习反思。该部分要求学生在规定时间内完成之前4个部分的学习内容之后,静下心来,总结学习的得与失,并制订下一步的计划。

本系列教材的特色是,强调学生自主学习能力的培养,为此,按照“归纳法”,我们设置了“导读—练习—反思(总结和下一步计划)”英语阅读自主学习模式,学生在进入每个单元学习前,首先在“导读”的帮助下了解本单元的主要内容和学习要求与目标,然后进入单元阅读练习,练习结束后,总结做题的对错和得失,归纳本单元的生词和题型,并制订下一步的计划。编者希望大学生通过这样的学习,在培养自主学习能力的同时,在教师的帮助和指导下,能够较好地掌握英语阅读的基本技能,达到《大学英语课程教学要求》规定的目标。

关于教材的使用,本教材既可以单独作为上课教材,也可以作为



大学英语课程的补充教材使用。在教材使用过程中,教师应作为引导者,把学习的主动权交给学生,帮助学生树立自主学习的信心,培养学生自主学习的能力,同时要督促学生完成学习任务并学会总结。

由于编者水平有限,会有疏漏、不当之处,衷心希望老师、同学们提出宝贵的意见和建议,我们将不断地改进和完善。

**编者**

2012 年 3 月

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## Unit 1

## Learning

身

读

## 一、内容概述

本单元的主题是“学习 (learning)”。俗话说:“活到老,学到老。”学习对于每个人来说都是一件很重要的事情,只有善于学习的人才能在生活中收获更多。而对于学生来说,学习犹如一条船,每个人都必须有掌舵的准备。本单元主要从学习目标、帮助学习的外在因素等几个方面考查大家对学习的认识与理解。Part 1 主要是关于从幼儿园到小学各个阶段需要培养的能力及获取的知识。Part 2 深度阅读 (Reading in Depth) 中的 Section A 介绍了美国纽约州立大学奥尔巴尼分校的历史和传统。Section B 中的 Passage 1 是一则有关计算机网络进入教室辅助学习的消息。Passage 2 谈论了某种经过专门训练的狗能帮助小孩成为更好的读者,从而提高阅读能力。

## 二、学习目标

1. 学习关于 learning 的相关词汇
2. 掌握有关 learning 的相关话题
3. 熟悉有关 learning 的阅读篇章结构



## Part 1

### Reading Comprehension (Skimming and Scanning)

(15 minutes)

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For questions 1–7, choose the best answer from the four choices marked A, B, C and D. For questions 8–10, complete the sentences with the information given in the passage.

#### What Teachers Want Your Child to Know

Teachers have academic goals for each grade, of course, but many parents aren't aware that there are also some important expectations for our children's social and emotional development. If your child meets those expectations around the same time as others in her class, she'll likely do better. If she doesn't, she may have trouble keeping up with the rest of the group. Knowing what teachers expect from grade to grade will help you figure out whether your child might need some extra help and how to work with her teacher to provide it.

#### Kindergarten: Getting in Step

##### *Emerging independence*

For some children, kindergarten marks the first big separation from their family. They have to be able to cope with the events of any given day—both disappointments and triumphs—on their own, put the urge to see Mom or Dad or a familiar babysitter on hold, become more self-reliant and learn to turn to adults other than their parents for help.

***Learning to be part of a group***

Sitting in a circle, standing in a line and working with other kids to build a block town are part of a typical kindergarten day. These activities are not as easy for children as they seem to the rest of us. They require many social skills, such as being able to compromise and to control the impulse to shout or jump up whenever they feel like it.

***Staying on task***

In preschool, kids can start coloring a picture and move on to building with blocks when their interest wanes. But in kindergarten, they begin learning to stay with a task until it's finished. Very short, focused activities, such as tracing numbers or telling a story, are designed to help kids do that.

***First Grade: More Serious Stuff******Stronger task focus***

The ability to complete a task is even more important now than it was in kindergarten because in most schools first grade is the year instruction in reading and understanding numbers begins. This requires an ability to focus on serious work that may not always be fun. Even smart children may fall behind if they can't focus in this way or become easily frustrated.

***Responding to authority***

First-graders are expected to listen when it's required, wait their turn and do what their teacher asks. The atmosphere in kindergarten is more lenient. But first-grade teachers have much more academic work to cover. For kids, that means more sitting down, more listening and more self-control are necessary.

***Seeing their place in the world***

First-graders are beginning to see themselves and their families in a wider context and recognize differences and similarities. At this stage, your child is likely to discover a passionate "best" friend who is "just like" him. Bear in mind that these intense friendships may last anywhere from an hour to a year.

## **Second Grade: Learning to Think**

### ***Becoming more abstract and conceptual***

Second-graders are just beginning to think in an abstract way. Rather than always manipulating objects in order to do math-counting marbles, for example, they should begin to think about numbers in their heads.

### ***Problem solving***

Most teachers expect second-graders to start using problem-solving skills: being able to think about a problem, come up with possible solutions, evaluate them and choose one to try. Teachers assume children will use these skills both in academic work like math and in dealing with other kids. Those who are good at problem solving usually get along much better in school.

## **Third and Fourth Grade: Good Work**

### ***Academic polish***

By now it's no longer enough for your child just to complete a task; how good a job she's done is also important. Teachers want to see work that's neatly written, math that's been checked for errors, and reports that are well organized and well presented.

### ***Planning ahead***

Children start learning to keep track of long-range assignments in late third grade and fourth grade. A spelling test every Friday means doing a bit of studying each night. A report due in two weeks means mapping out a step-by-step plan. As most parents learn, this ability doesn't come as naturally to our kids as procrastination seems to. Often we don't recognize how much they need our help to develop thinking-ahead strategies.

### ***Cultivating camaraderie***

Children begin to have a strong sense of themselves in relation to the group, as in "I'm a sports kind of kid, so are my friends". Trouble may arise if your child has difficulty finding something in common with his other classmates.

1. Whom is the passage possibly written to?  
A. Children.      B. Parents.      C. Teachers.      D. Nurses.
2. If your child \_\_\_\_\_, she may have trouble keeping up with the rest of the group.  
A. meets the expectations around the same time as others in her class  
B. doesn't meet the expectations around the same time as others in her class  
C. has expectations for social and emotional development  
D. doesn't have expectations for social and emotional development
3. Which stage marks the first big separation from their family?  
A. Kindergarten.      B. Third and fourth grade.  
C. First grade.      D. Second grade.
4. Working with other kids to build a block town can help children \_\_\_\_\_.  
A. cultivate camaraderie  
B. become more abstract and conceptual  
C. learn to be part of a group  
D. solve problems
5. First grade is the year instruction in \_\_\_\_\_ begins.  
A. reading and understanding numbers  
B. singing  
C. dancing  
D. drawing
6. In which stage do children begin to think in an abstract way?  
A. Kindergarten.      B. Third and fourth grade.  
C. First grade.      D. Second grade.
7. Children who are good at \_\_\_\_\_ usually get along much better in school.  
A. problem solving      B. seeing their place in the world  
C. responding to authority      D. staying on task
8. At \_\_\_\_\_ grade, your child is likely to discover a passionate "best" friend who is "just like" him.
9. In the third and fourth grades, teachers want to see children's reports that

are well \_\_\_\_\_.

10. Children start learning to keep track of \_\_\_\_\_ in late third grade and fourth grade.



## Part 2

### Reading Comprehension (Reading in Depth)

(25 minutes)

#### Section A

**Directions:** In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in the word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet with a single line through the centre. You may not use any of the words in the bank more than once.

The University at Albany has a rich history dating back more than 150 years.

In 1844, a “normal school” was 11 in Albany to train teachers for a rapidly growing population. For nearly 50 years, the Normal School provided a two-year education for students from across the state.

By 1890, the evolving school system in New York 12 a new approach to teacher training. The Normal School 13 made changes: a four-year program, new curricula, new faculty, and new 14 for student enrollment. In 1914, the institution officially became known as the New York State College for Teachers, one year after the figure of Minerva, the Roman



goddess of wisdom, first appeared on the University seal.

The College for Teachers focused 15 on training secondary school teachers, but within the context of a liberal arts curriculum. Over the years, the College attracted a strong faculty with a majority holding 16 degrees.

By 1962, the College had earned national distinction. In the same year, the State University of New York system of higher education 17 a rapid expansion in response to rising needs. The College joined the 18 as one of four University Centers, and became a broad-based public research institution.

Today, the University at Albany is a major public research university where students and faculty collaborate (协作) to 19 life-enhancing research and scholarship in a wide range of disciplines. With nationally-respected programs, top-ranked professors, and a strategic location, Albany offers a 20 education to nearly 18,000 students at the graduate and undergraduate levels—and prepares them for a world of opportunities.

([http://www.albany.edu/about\\_history.php](http://www.albany.edu/about_history.php))

- |              |                |                |                |
|--------------|----------------|----------------|----------------|
| A. standards | B. system      | C. freedom     | D. founded     |
| E. underwent | F. required    | G. gradually   | H. exclusively |
| I. conduct   | J. obtain      | K. flexible    | L. doctoral    |
| M. high      | N. information | O. world-class |                |



## Section B

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on Answer Sheet with a single line through the centre.

### Passage 1

**Questions 21 to 25 are based on the following passage:**

Kids are going all over the world without ever leaving their school. They are using their computers. A school in California could be the most wired school in America. They are wired to the Internet through their computers.

Thirty students are able to use the Internet every day. The kids are between the grades of kindergarten and fifth grade. The teacher says that it is hard to get them away from the computers. They do not even want to go to recess.

Internet has opened the world to many people. Now students can go to any library on earth. They can get information. They can visit a child in another country.

Laura Bacon likes to visit with other students. She's going to Peggy's page. Peggy is a school student in London, England. She put her own home page on the Internet. It includes pictures of Peggy, her school, her mom, dad and friends. You can send her mail, too.

A scientist helped to wire the school. He says, "There is a plan to connect 12 thousand California schools to the Internet."

Wiring schools in California can cost a lot of money. It needs to be done on volunteer effort or schools will not be able to afford it. They think that it will cost as much as fifty billion dollars.